
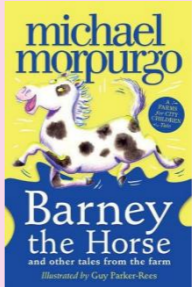


## Year 4 Summer 2025 Coverage Map

Summer 1 (6 weeks)		Summer 2 (6 weeks)			
Flourishing: Showing courage	Flourishing: Showing courage	Citizenship: Showing drive	Citizenship: Showing drive	Citizenship: Showing drive	Citizenship: Showing drive
<p>Science: (3 weeks):</p> <p>Enquiry Question: How will climate change impact the Amazon Rainforest?</p> <p>Outcome: As geographers, we will write a persuasive speech to encourage the reader to change their lifestyle in order to protect the rainforest</p>	<p>Art: (2 weeks):</p> <p>Enquiry Question: How does Giacometti create movement using sculpture?</p> <p>Outcome: To create a sculpture that represents movement.</p>	<p>Narrative (2 weeks)</p> <p>Enquiry Question: How can I write a narrative based on The Tunnel?</p> <p>Outcome:</p>	<p>Science (2 weeks)</p> <p>Enquiry Question: How does the Amazon rainforest support its food web?</p> <p>Outcome:</p>	<p>Computing (2 weeks)</p> <p>Enquiry Question: How can I create a game using scratch?</p> <p>Outcome: To create a short game on Scratch</p>	<p>RSE (1 weeks)</p> <p>Enquiry Question: How is my body changing?</p> <p>Outcome: To create an infographic about how my body is changing.</p>
<p>Substantive Knowledge</p> <p>What constitutes non- European</p> <p>That regions might be at risk for different reasons e.g flooding, fire, drought, overcrowding</p> <p>That regions can be at risk for physical as well as human reasons.</p> <p>A region at risk outside of Europe and know why it is at risk e.g. what is happening in the world currently such as bush fire California 2021.</p> <p>What risk factors are e.g. threat to life, changing landscapes</p> <p>What the risk factors of this region are</p> <p>What action has been taken to limit risk e.g. materials for house building, fire breaks, flood defences</p> <p>What future implications for this region might be</p>	<p>Substantive Knowledge</p> <p>How to carve, shape, coil and mould</p> <p>How to use different materials for different effects</p> <p>A variety of ways to attach different materials to each other</p> <p>About the work of a known sculptor</p>	<p>Substantive Knowledge</p> <p>Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g.: text boxes, bullet points etc.)</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Use dialogue to convey a character and to start to advance the action.</p>	<p>Substantive Knowledge</p> <p>That humans and some other animals have a skeleton and muscles for support, protection and movement (differences between humans and other animals e.g., reptiles, fish)</p> <p>The basic parts of the digestive system and how it works (mouth, oesophagus, stomach, small/large intestine, anus)</p> <p>The different types of teeth in humans and their functions (canines, incisors, premolar, molar, wisdom teeth and their functions)</p>	<p>Substantive Knowledge</p> <p>How to use a variety of inputs.</p> <p>How to use the repeat (loop) command within a series of instructions.</p> <p>How to use the if... then (conditional statement) command within a series of instructions.</p> <p>How to write a simple program to produce a line drawing.</p> <p>How to write a program to reproduce a defined problem (e.g. Shape/ pattern).</p> <p>How to use more advanced logo programming, including pen up and pen down</p>	<p>Substantive Knowledge</p> <p>Understand that puberty is an important stage in the human lifecycle.</p> <p>Know some changes that happen during puberty.</p> <p>Know about the physical and emotional changes that happen in puberty.</p> <p>Understand that children change into adults to be able to reproduce if they choose to.</p> <p>Know that respect is important in all relationships including online.</p> <p>Explain how friendships can make people feel unhappy or uncomfortable.</p>

<p>Disciplinary Skills</p> <p>Use a topographical map of Europe to identify features of countries</p> <p>Ask questions about how physical features were formed or changed e.g formation of the Alps</p> <p>Use atlases to locate countries and features of these countries e.g. population density, rivers, industry</p> <p>Talk about the challenges facing different regions European/non-European</p>	<p>Disciplinary Skills</p> <p>Create a freestanding sculpture</p> <p>Show textures in sculpture</p> <p>Create a sculpture for a purpose</p> <p>How I have been inspired by well known works</p>	<p>Disciplinary Skills</p>	<p>Disciplinary Skills</p> <p><u>Investigating &amp; Hypothesising</u></p> <ul style="list-style-type: none"><li>• Plan an investigation that helps me prove or disprove my hypothesis.</li><li>• Explain which variable I have changed, which ones I have kept the same and why.</li><li>• Give a reason for why my test was fair</li></ul> <p><u>Observing &amp; recording</u></p> <ul style="list-style-type: none"><li>• Make increasing accurate measurements e.g accuracy within 5 degrees on a thermometer and within 5mm using a ruler</li><li>• How to use simple scientific apparatus thermometer, ruler, magnified glass, measuring jugs, scales.</li></ul> <p><u>Concluding &amp; Evaluating</u></p> <ul style="list-style-type: none"><li>• Explain how the results lead to a conclusion.</li><li>• Articulate my hypothesis prior to designing my investigation</li><li>• Evaluate the results of my Investigation and explain why they are not biased</li></ul> <p><u>Investigating &amp; Hypothesising</u></p> <ul style="list-style-type: none"><li>• Plan an investigation that demonstrates how I have considered the need for the test to fair and unbiased.</li><li>• Say 2 reasons why my test is fair.</li><li>• Say what I am trying to prove or disprove and how my test will help me do this in a fair way</li></ul> <p><u>Observing &amp; recording</u></p> <ul style="list-style-type: none"><li>• Collect a range of measurements and data to make comparison and check for anomalies</li><li>• Explain which measurements I am taking and the validity of these</li><li>• Design a table or chart that enables me to display my data collected in the most informative way.</li></ul> <p><u>Concluding &amp; Evaluating</u></p> <ul style="list-style-type: none"><li>• Explain how the conclusion of my investigation relates to my hypothesis.</li></ul>	<p>Disciplinary Skills</p> <p>Use computers for a purpose</p> <p>Collect information</p> <p>Use computers to assure quality</p> <p>Make judgements to stay safe</p> <p>Identify dangers when presented with scenarios and social networking</p>	<p>Disciplinary Skills</p>
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<p>Reading Objectives:</p> <p>LO: I am learning to justify predictions from details stated or implied.</p> <p>LO: I am learning to write down predictions for the future of the Amazon and use the text to justify.</p> <p>LO: I am learning to identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>LO: I am learning to check the meaning of words in a dictionary.</p>	<p>Reading Objectives:</p> <p>LO: I am learning to use all of the organisation devices available in a non-fiction text to retrieve, record and discuss information.</p> <p>LO: I am learning to check the meaning of words in a dictionary.</p> <p>LO: I am learning to discuss vocabulary used by the author to capture the readers' imagination and interest.</p>	<p>Reading Objectives</p> <p>LO: I am learning justify predictions from details stated or implied.</p> <p>LO: I am learning to discuss vocabulary used by the author to capture the readers' imagination and interest.</p>	<p>Reading Objectives</p> <p>LO: I am learning identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>LO: I am learning check the meaning of words in a dictionary.</p>	<p>Reading Objectives</p> <p>LO: I can check the meaning of words in a dictionary.</p>	<p>Reading Objectives</p> <p>LO: I can identify main ideas drawn from more than one paragraph and to summarise these.</p>

<p>Writing Objectives:</p> <p>Writing to persuade and strongly justify own opinion and viewpoint- Geography: enquiry: amazon rainforest- persuade reader to change lifestyle in order to protect rainforest persuasive writing</p> <p>LO: I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>LO: I can proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens.</p> <p>LO: I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p>	<p>Writing Objectives:</p> <p>LO: I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>LO: I can proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens.</p> <p>LO: I can use appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)</p> <p>LO: I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p>	<p>Writing Objectives</p> <p>Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Use dialogue to convey a character and to start to advance the action.</p>	<p>Writing Objectives</p> <p>LO: I am learning to consistently use apostrophes for the singular and plural possession</p> <p>LO: I am learning to use a colon and semi colon for lists</p>	<p>Writing Objectives</p> <p>LO: I <b>am learning</b> to consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>LO: I am learning to proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens.</p>	<p>Writing Objectives</p> <p>LO: I am learning to use appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)</p>
<p>Metacognitive Tool:</p> <p>Cause and consequence map</p>	<p>Metacognitive Tool:</p> <p>Sequence map</p>	<p>Metacognitive Tool:</p> <p>Seesaw map</p>	<p>Metacognitive Tool:</p> <p>Sequence map</p>	<p>Metacognitive Tool:</p> <p>Sequence map</p>	<p>Metacognitive Tool:</p> <p>Mind map</p>
<p>Fiction and non-fiction texts that will be shared with children:</p> <p>Aarti and the Blue Gods</p> 	<p>Fiction and non-fiction texts that will be shared with children:</p> <p>Aarti and the Blue Gods</p> 	<p>Fiction and non-fiction texts that will be shared with children:</p> 	<p>Fiction and non-fiction texts that will be shared with children:</p> 	<p>Fiction and non-fiction texts that will be shared with children:</p> 	<p>Fiction and non-fiction texts that will be shared with children:</p> 